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ABSTRACT

This analysis of the Monitoring the Future survey of the high school seniors in 1975 focuses on measurement and correlates of prosocial concern. The data base allows for an exploration of the following: (1) the concept of concern for others; (2) its predicted interrelationships with attitudes toward social problems; and (3) the causes of such concern and possible modifications through actual experience. The development of a constructed index of concern is presented, and relationships with various social attitudes are examined. As predicted, positive racial attitudes, support of equal rights for minorities as well as women, and concern about pollution are related to "concern for others." Young women, seniors with high self-reported abilities, and those with an interest in government tend to score highly on the index of concern. Actual reported behavior, as in race relations or conservation efforts, is more weakly related than attitudes, a finding attributed to seniors' limited control over their lives, and the generally weak correlations between attitudes and behavior. (Author/APM)

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CONCERN FOR OTHERS AND ITS RELATIONSHIP TO SPECIFIC ATTITUDES ON RACE RELATIONS, SEX ROLES, ECOLOGY, AND POPULATION CONTROL

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Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth

As its title suggests, this study is intended to assess the changing lifestyles, values, and preferences of American youth on a continuing basis. Each year since 1975 about 17,000 seniors have participated in the annual survey, which is conducted in some 130 high schools nationwide. In addition, subsamples of seniors from previously participating classes receive follow-up questionnaires by mail each year.

This Occasional Paper Series is intended to disseminate a variety of products from the study, including pre-publication (and somewhat more detailed) versions of journal articles, other substantive articles, and methodological papers.

A full listing of occasional papers and other study reports is available from Monitoring the Future, Institute for Social Research, The University of Michigan, P.O. Box 1248, Ann Arbor, MI 48106.

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ABSTRACT

This analysis of the Monitoring the Future survey of the high school class of 1975 focuses on measurement and correlates of prosocial concern among seniors. The development of a constructed index is presented, and relationships with various social attitudes are examined.

As predicted, positive racial attitudes, support of equal rights for minorities as well as women, and concern about pollution are related to "concern for others". Young women, seniors with high self-reported abilities, and those with an interest in government tend to score highly on the index of concern. Actual reported behavior, as in race relations or conservation efforts, are more weakly related than attitudes, a finding attributed to seniors' limited control over their lives, and the generally weak correlations between attitudes and behaviors.

Introduction

This paper reports some fairly extensive exploratory work that is part of a major study of youth called "Monitoring the Future—A Continuing Study of the Lifestyles and Values of Youth." There are many possible ways of conceptualizing and attempting to quantify lifestyles and values; and a variety of those possibilities are included in the Monitoring the Future project. One of the more unusual and ambitious efforts is the topic of the present paper—an attempt to develop and measure a broadly defined concept of "concern for others".

We feel that "concern for others" may well be critical in the solution of many of today's social problems. Insofar as some of our gravest problems have to do with the limitation of resources such as food or energy, and with the basis on which such resources are distributed, a willingness to show concern for less privileged groups and to forego some personal advantages seems of paramount importance. We feel, then, that concern for others may be an underlying dimension in attitudes towards a variety of today's social problems and policies. Thus, for example, individuals who have high concern for others would be expected to take positive attitudes towards racial and sexual equality, ecological and population efforts, and so on.

The Monitoring the Future study provides an attempt at operationalizing and periodically assessing attitudes toward some of these social problems as well as a more general concern for others. This data base allows for an exploration of (a) the concept of concern for others; (b) its predicted interrelationships with attitudes toward social problems; and (c) the causes of such concern and possible modifications through actual experiences. Eventually, the data base should also permit the detection of historical trends. In the present paper we will focus mainly on the first topics. Specifically, we will develop an index of concern for others and discuss its measurement qualities. We will then explore the relationships of this index with attitudes towards various social problems. We will finally present some evidence on potential causes of concern for others; however, this latter part will be more limited than the previous parts and will be more fully developed in future papers, when we will be able to make use of longitudinal data.

Previous Research

Previous research on the concern for the well-being of others has been predominantly centered around behavioral manifestations in the form of helping, sharing, and cooperation. The exhibition of such prosocial behavior has been shown to be affected by (a) various situational factors such as the number of bystanders in an emergency (Latane and Darley, 1970), conflicting demands (Darley and Batson, 1973), seriousness of the emergency (Staub, 1974); (b) characteristics of the recipient such as dependency (Berkowitz, Klanderman, and Harris, 1964), and similarity of the victim to the potential helper (Latane and Darley, 1970; Liebhart, 1972; Piliavin and Piliavin, 1972); (c) characteristics of the donor such as empathy with a person in need of help (Aderman and Berkowitz, 1970; Rawlings, 1970; Geer and Jarmecky, 1973), and guilt (Regan, Williams, and Sparling, 1972; Freedman, Wallington, and Blass, 1967; Carlsmith and Gross, 1969); and (d) internalized prosocial norms such as social responsibility and reciprocity. Most of the evidence is of an experimental nature and rests on manipulated variables, while comparatively little attention has been devoted to the measurement of prosocial attitudes as somewhat more enduring personality characteristics.

Some research has been devoted to a related concept, the norm of social responsibility, and has primarily focused on its measurement, its incorporation into the attitudinal structure, and its effects on prosocial behavior. Thus, Gough, McClosky, and Meehl (1952) developed a scale to measure social responsibility which they described as follows:

> The responsible person is one who shows a ready willingness to accept the consequences of his own behavior, dependability, trustworthiness, and a sense of obligation to the group. Others would describe the responsible person in such terms as "you can depend on him," "he is a straight shooter," "he always does his part," etc.
>
> The responsible person will not necessarily be a leader in his group, or of higher than average intelligence (although he might well be characterized in this way), but will be primarily a person who does seem to have a sense of commitment to the group and others, who is dependable, and who possesses integrity (p. 74).

The authors started out with a large pool of items which they considered to be related to that concept and tested the items on samples of high school and college students. A set of 56 items was retained on the basis of their correlations with teachers' ratings. The set of items was characterized by the authors as reflecting the following dimensions: concern for social and moral issues; disapproval of privilege and favor; emphasis on duties and self-discipline; conventionality; lack of rebelliousness; sense of trust and confidence in the world in general; poise; assurance; and personal security. Students rating high on this index of social responsibility were found to be more compliant, tolerant, sociable, intelligent, academically successful, liberal in their political attitudes, and less cynical, hostile, rebellious, and anxious than students rating low on this social responsibility.

Berkowitz and Lutterman (1968) employed a similar scale of social responsibility which was designed to assess a tendency to help people even when there is nothing to be gained from them. They reported the highly responsible persons to be more likely to adhere to what they called traditional or conservative values such as fulfilling duties, not letting friends down, working for the good of the team rather than for their own good, participating in community activities, not cheating on income taxes, and the like. The highly responsible persons were further more involved in their communities by way of financial contributions and participation in community affairs, displayed greater political interest, were more likely to be female, had a higher education, and came disproportionately from a middle class background.

Fischer (1973) developed a scale of humanitarianism which, when factor-analyzed, evidenced five major factors. Fischer labeled these factors as social responsibility-social action, belief in helping others, nontraditional humanitarianism (centered around nontraditional sexual practices), humane attitudes toward animals, and humane treatment of criminals. The first two dimensions, social responsibility and belief about helping, appear most germane to our present discussion. The items loading on the factor of helping others were items tapping a general willingness to help; the items loading on the factor of social responsibility referred mostly to attitudes about various groups of disadvantaged people, such as mental retardates, elderly, criminals, minorities, poor, etc. Fischer reported both of these factors to

be related to sex, females scoring higher than males, and to dogmatism and authoritarianism, non-authoritarians scoring higher than authoritarians. The dimension of social responsibility further had a low but significant correlation with social desirability.

A major attempt at measuring psychosocial maturity was undertaken at the Center for Social Organization of Schools at John Hopkins University (Greenberger, Knerr, Knerr, and Brown, 1974). Psychosocial maturity was conceptualized as consisting of three major parts: individual adequacy, interpersonal adequacy, and social adequacy. Social commitment was conceived as one dimension of social adequacy, and is quite similar to the concept of social responsibility or the present "concern for the well-being of others." It is described by the authors as feelings of community, willingness to modify personal goals in favor of social goals. The social adequacy construct was confirmed by factor-analytical investigations. In terms of predictive validity, social adequacy was found to relate to actual participation in volunteer programs. The fact that intellectual abilities were also found to be positively related to social adequacy suggests that social adequacy may be confounded with intelligence. On the other hand, the fact that social adequacy was not related to social desirability suggests that it is free of attempts to make oneself look good.

Schwartz (1968, 1973) was particularly interested in the condition under which consistency between prosocial attitudes and prosocial behavior could be achieved. He proposed that prosocial attitudes are only activated under the following conditions. First, the individual must be aware of the consequences for the welfare of others inherent in a particular situation. Second, he must hold attitudes enjoining action pertinent to these consequences. Third, he must feel some personal responsibility. Schwartz measured the personal attitudes by assessing appropriate actions in several hypothetical situations. His data support the joint effect of awareness of consequences and ascription of responsibility to the self on the consistency between prosocial attitudes and behaviors in a variety of real-life situations.

We can summarize the results of previous research on the structure and correlates of the concept of social responsibility in the following way. Social responsibility has been measured as commitment to social norms, as honesty, as willingness to help others—particularly persons in disadvantaged positions—and, somewhat less central to our present discussion, as political interest and self-security. The measures of "social responsibility" were in some instances found to be correlated with intellectual ability and—in one instance—with social desirability. These findings suggest at least the possibility of some contamination or bias as a function of intelligence and "faking good," respectively. However, the scales appear largely valid since they correlate with behaviors like community involvement, volunteering for various nonprofit-related activities, etc. Respondents scoring high on the trait of social responsibility appear more liberal and open-minded than respondents scoring low, on one hand. On the other hand, respondents of high social responsibility seem to react somewhat more conventionally than do respondents of lower social responsibility as shown in their endorsement of conventional values and attitudes. Faced with this apparent conflict, Berkowitz and Lutterman (1968) hypothesized that highly responsible individuals are more tied in with their social environment and are more responsive to the prevalent norms and values of their particular social environment. Therefore, these individuals are more likely to

endorse norms of their specific social environment or the American culture at large than are nonresponsible individuals. And, supposedly, liberalism may function as such a value of the American culture at large.

Sample and Procedures

The design and procedures for the Monitoring the Future project have been spelled out extensively by Bachman and Johnston (1978). The project is funded primarily by the National Institute on Drug Abuse. It is intended to monitor drug use, and a wide range of potentially related dimensions, among American youth in the late teens and early twenties.

The monitoring system consists of a series of annual, nationwide questionnaire surveys of 16,000 to 18,000 seniors in high schools, beginning with the class of 1975. In addition, annual follow-up questionnaires are mailed to a subset of each sample for the first five years following graduation.

Each data collection from high school seniors takes place in approximately 115 public high schools and 15 private high schools, selected by the Sampling Section of the Survey Research Center to provide an accurate cross section of high school seniors throughout the United States. The sampling procedure is multi-stage (Kish, 1965) as follows: Stage 1 represents the selection of particular geographic areas, Stage 2 the selection of one or more high schools in each area, and Stage 3 the selection of seniors within each high school.

The senior year data collection involves questionnaire administrations of one class period in duration. Professional interviewers from the Survey Research Center conduct the administrations. Special procedures for insuring confidentiality of responses are involved, and are carefully explained to the respondents by the interviewers and also in the questionnaire instructions.

Because of the limited time available in a class period, the very extensive measurement content for the study has been distributed across five different questionnaire forms. A core section consisting of demographic items and questions about drug use is common to all forms.

The analyses presented in this paper are based on data from the high school class of 1975. The measure of concern for others, described in the next section, appeared in four of the five questionnaire forms, thus permitting extensive correlational analyses. (In the 1976 and later data collections this measure appears in only one form.) Because most of the other measures to be examined in this paper appeared in only one of the 1975 questionnaire forms, the numbers of cases are much smaller than the total sample. Moreover, some of the analyses involve items which appeared near the end of the questionnaires and (in the 1975 measurement) suffered a fairly high degree of missing data. In spite of these problems, the numbers of respondents remain quite substantial, and the data base seems adequate for the correlational analyses reported here.

Development of an Index

In this section we describe the measure of concern for others, as it is included in the "Monitoring the Future" instrument, and describe the development of an index on the basis of some structural analyses.

Eight items were devised to assess the notion of a general concern for others. These items were adopted from Gough et al. (1952), Fischer (1973), Greenberger et al. (1974), and Sampson and Smith (1957); some of them were slightly modified. In selecting the items particular attention was given to include items referring to recipients of help at various distances from the self, such as the poor, minorities, or people living in different regions of the world. A deliberate attempt was further made to sample various types of concern such as affective reactions ("I get upset," "I worry," "I feel guilty") and cognitive assessments ("I find it hard," "It would be better") as well as to sample different reasons for need of help (i.e., poverty, minority status, hunger, unequal treatment). The actual wordings of the items including means and standard deviations obtained in Form 2 and Form 5 are shown in Table 1.

Formation of the Index. The intercorrelations of the eight items for Form 2 and Form 5 are displayed in Table 2. The lowest correlations occur exclusively in connection with the items A and B. The interrelationships among the eight items and the structure of the implied concept were explored on the data of Form 2 only. On the basis of the general consistency of the results across the various forms it was felt safe to generalize the results from Form 2 to all the forms.

Smallest space analysis (Lingoes, 1973) and factor analysis (principal component with varimax rotation) were performed on the correlation matrix of Form 2 in order to explore the structure and dimensionality of the construct. Smallest space analysis showed that the eight items could be fitted into a two-dimensional space (see Figure 1). The coefficient of alienation was .05, indicating a good fit.* Within this two-dimensional space items A and C clustered closely together, and so did items D, G, and H, while items E and F clustered less closely together. Finally, item B was far removed from the rest of the items. Factor analysis showed somewhat similar results (see Table 3). Items A, C, D, G, and H loaded primarily on factor 1, and items E and F loaded primarily on factor 2. Item B loaded also on factor 2, but showed lower loadings than the remaining items. The two factors appear to represent primarily the wording of the items, since items A, C, D, G, and H are worded negatively, while items B, E, and F are worded positively.

A replication of the smallest space analysis and the factor analysis for males and females separately showed essentially the same results as the analyses for the total sample.

On the basis of these results the following steps were taken in forming an additive index of concern for the well-being of others: 1) Item H was deleted for three reasons: it intercorrelated highly with the remaining items and thus was

*The coefficient of alienation measures the goodness of fit between the rankings based on the distance measures in the original data and the fitted distances.

judged to be quite redundant; it was phrased negatively as were most of the items and thus tipped the scale towards imbalance; and it was phrased in second-person terms unlike all the other items in the index. 2) Item B was deleted because it appeared less clearly a part of the same concept than did the remaining items, and it seemed to carry political and economic connotations. 3) Items E and F were weighted twice as much as were items A, C, D, and G in order to balance the scale and minimize bias due to response set. When this balanced index was compared with a simple additive index based on the same six items, it was found to relate slightly more strongly with positively worded items, and slightly less strongly with negatively worded items. This led us to conclude that an overrepresentation of negatively phrased items (i.e., an index based on the six items unweighted) would have produced distorted relationships with other items or indices subjective to positive or negative response patterns, etc. The coefficient alpha (Cronbach, 1951) for this index without weighting reached $\underline{r} = .94$, suggesting good internal consistency.

Validation of the Index. We hypothesized that the index of "concern for others" would be positively related to measures of other-directed concerns and negatively to measures of self-centered concerns. Several measures of other-directed concern are available in the present study: concern about hunger, poverty, social problems and their solutions; adherence to the social values of equality for everybody, harmony between people, and well-being of society; desired job characteristic of being able to serve others; desired work settings in social service organizations; willingness to change diet in order to preserve food for others; and willingness to contribute to charity. We found that the index was indeed correlated with all these measures.

Measures of self-centered concern available in the present study are: adherence to the social value of making lots of money; approval of war for protection of own rights and interests; desired job characteristics of high prestige and high salary. We found that most of these variables were negatively correlated with the index of concern for others.

Concern for others was also positively related to self-reported prosocial behaviors such as contributions to charity, participation in community affairs, and help to children, and negatively related to antisocial behaviors such as delinquent behaviors. We consider these latter findings as particularly strong evidence for the validity of the index, since attitudes and behaviors are usually not found to be highly consistent.

In order to be a valid measure of concern for others, the index should not only correlate with measures postulated to assess the same concept, but should in addition be unrelated to measures assessing an independent concept. This latter requirement is known as discriminant validity, while the former is known as convergent validity. Two sets of items available in the Monitoring the Future data set appear well suited to test convergent and discriminant validity of the index as a whole. A set of general life values contains values of varying degrees of relatedness to the concept of concern for others. A set of desired work characteristics contains characteristics related to the dimension of self-other orientation as well as characteristics not related to this dimension. The complete set of items was rated by eight judges as to whether each item should, on theoretical grounds, be positively, negatively, or not at all related to concern for others. Only items which attained a

fairly high consensus among the eight judges were retained. Acceptable consensus was defined as follows: (1) at least five judges agreed on whether an item should relate positively, negatively, or not at all with concern for others; (2) no judges disagreed with respect to the direction, if the item was judged as related to the concern for others.

As shown in Table 4, the index was found to be correlated in the predicted form and direction with the items. In other words, the index is positively related to the importance attributed to the values of making a contribution to society and correcting social inequalities; it is negatively related to the importance of making much money; and it is not related to the importance of being successful, of having a steady job, and of getting away from the geographical area. All these relationships had been predicted by the judges. Furthermore, the index is positively related to desired work characteristics of helping people and "worthwhileness" of the job; it is negatively related to desired characteristics of high prestige and high earnings; it is less related to characteristics such as possibility for a leave of absence, freedom from supervision, visibility of effort, interesting work, and public respect for the job. The judges had again predicted most of these relationships.

Additional evidence on the discriminant validity of the index is contained in later sections of this paper. For example, the index has a very low correlation with a measure of political liberalism, thus suggesting that the index is measuring something distinctively different from a general liberal orientation. However, the index does relate moderately strongly to ability-related measures and to interest in political affairs, traits which are therefore somewhat confounded with the measured concern for others. These latter findings are in accordance with some findings from earlier studies on similar concepts, as discussed above.

The Relationship Between The Index and Various Other Attitudes Concerning Human Welfare and Social Policy

In this section we explore the relationship of the index with attitudes concerning various social problems and related social policies. Since the index is intended to measure a general concern for others, we expect it to be positively related to concern for the welfare and equality of others as well as to support for relevant social policies. If such relationships are indeed found, they also constitute a further proof of the validity of the index in the sense of construct validity (Cronbach and Meehl, 1955). The first set of attitudes we will explore are racial attitudes.

Racial Attitudes. The Monitoring the Future questionnaires contain various items related to the perception of race-related problems, to the concern about race relations, to the support of policies for improvement of race relations, and to personal experiences with other races. Correlations of these variables with concern for others were computed using only the data from white respondents, because they are the ones who exhibit prosocial concern when supporting improvement of race relations. Since the index contains one item referring directly to minorities, the correlations were also computed using a version of the index in which the minority item was deleted. Although these latter correlations are slightly lower than the correlations using the original index, the size of the differences are minimal and are therefore not further discussed.

Seniors who are concerned about the well-being of others score higher on the whole gamut of questions implying positive attitudes towards other races, as shown in Table 5. Thus, when asked to rate several social problems facing the nation, seniors who rate high on the index of "concern for others" also show above average concern about race relations. With respect to integration and equal opportunities, concerned seniors are more likely to support such demands as well as appropriate policies and government interventions.

Concern for the well-being of others is further related to the expected and actual interracial contact of the seniors. Concerned seniors are more likely to judge housing, job and school situations of a mixed racial composition as acceptable or even as desirable for themselves than are less concerned seniors. They are also more likely to engage in actual contact with other races or even to have a close friend of another race, although the relationships with actual behaviors are weaker than the ones with desired behaviors or with attitudes. This weakness of relationship is certainly to some degree due to the fact that seniors have only limited control over their interracial contacts. In particular, schools with only small numbers of minority students do not provide adequate opportunities for such contacts (see Fairchild, 1977); and residence with a given racial composition is, in turn, chosen by parents rather than the seniors themselves. This latter contention is further reflected in the lack of correlation between measures of racial composition in school or neighborhood and the index of concern for others ($\underline{r}$ = .04 and $\underline{r}$ = .05, respectively). Finally, concerned seniors evaluate their interactions with other races in much more positive terms than do less concerned seniors. This may be related to their increased interaction with other races, but more likely it simply represents another expression of their more positive racial attitudes.

In sum, positive attitudes toward groups of a different race and support of equal rights and opportunities for various racial groups are consistently related to prosocial concerns. These relationships specify the nature of positive racial attitudes as partly one of concern for justice and equality. The relationships are stronger where positive racial attitudes are operationalized by concern about race relations, by support of government policies to improve race relations, and, particularly, by desired level of interaction with other races; they are less strong with actual interracial behaviors. This fact can be attributed largely to the lesser control the high school seniors maintain over their actual interracial contact than over their attitudes and hypothetical behaviors.

Attitudes about Appropriate Roles for the Sexes. Several questions in the Monitoring the Future instrument refer to attitudes and aspirations about sex roles in professional, public and family life. These can fruitfully be employed to explore the concern for the welfare of others and its relationship to concern for equality in this particular area. Nontraditional sex role attitudes are, however, postulated to be correlated to concern for others in males only, since females are demonstrating a concern with their own equality when they are endorsing nontraditional sex role attitudes. Thus, in this section we will concentrate on correlations for male seniors.

The demand for equality of the sexes in professional and public life is clearly related to males' concern for others. Correlations for females are indeed much lower, as postulated above. Thus the quest for equality is related to concern for others in the males, which are the ones with the advantages and the ones most likely to feel that they would be giving up something with achieved equality. These results

appear to parallel the results observed for the questions on racial attitudes and thus suggest that the index indeed picks up a general concern for others underlying various problems dealing with inequality in one group or another.

The relationship with attitudes toward equality in professional and public life are repeated with the attitudes about division of power between males and females in the family. Concerned males tend to disagree more strongly with the traditional division of power in the family than do nonconcerned males. They agree less often with statements such as: "the husband should make all the important decisions in the family," "the husband should be the smarter of the two spouses," "a wife making more money than her husband would cause trouble in the marriage," and the like. (Correlations for females are again much lower.)

Concerned males tend further to disagree more strongly with the traditional division of labor in the family than do nonconcerned males. In the case of working wives, the concerned males tend to support equal share of household chores and child care duties between husband and wife more strongly than do nonconcerned males. These relationships tend to be slightly weaker in the case where the wife is not working. It is interesting to note that among female respondents the concern for others is correlated with the desirability of a wife working for pay, provided she has no children; however, this relationship is negligible among males. Such a relationship makes perfect sense, since a wife who is not working and does not have any children to care for seems to carry an unequally light load in supporting the family—i.e., only the household chores for two people.

Concern for others bears rather little relationship to attitudes about whether a woman should work in general and to attitudes about the significance of women's work for themselves, their families and society at large. Thus it appears that the concern for others is strictly related to the issues of inequality implied by the traditional sex role definitions, but not to the larger set of issues revolving around liberalized sex role attitudes.

(It should be noted that many of the total sample correlations shown in Table 6 are much stronger than would be expected based on the correlations for males and females taken separately. This reflects some fairly substantial differences in the mean scores for males and females along these dimensions. This, coupled with the male-female difference in the "concern for others" index, accounts for the pattern of correlations shown in the table.)

Attitudes toward sexual mores are related to concern for others in males, concerned males being less in favor of premarital sex—particularly in its more casual form. No such relationship is apparent in females. No explanation is readily available for this finding, although it could represent an aspect of the conventionality of the socially responsible respondents, as identified by Berkowitz and Lutterman (1968).

In sum, concern for others is clearly related to those sex role attitudes which have to do with unequal opportunities between the sexes; but it is less clearly related to other issues in the present sex role discussions—i.e., women's work and the effects of such work on women's identities, their families and society.

Attitudes Concerning Ecology and Conservation Issues. As can be seen in Table 7, concern for others turns out to be related weakly to concern about pollution, but not to concern about energy shortages. Concern for others is also related to attitudes about feasibility of preventive and remedial measures and about potential agents implementing such countermeasures. The concerned seniors are on one hand more likely to regard the government as responsible for enforcing some of the countermeasures rather than leave it up to the individuals, although the relationship is again rather weak. On the other hand, concerned seniors also report themselves as more willing than nonconcerned ones to adopt personal countermeasures such as using public transportation, reducing energy consumption, changing diet, and paying higher taxes as a contribution to conserve resources and reduce pollution.

The relationship between concern for others and the reported actual behaviors related to conservation and pollution are less clear. Thus concerned seniors do not report much more frequent efforts to conserve energy and protect the environment in the way they live and get around. This suggests that the concern for one's fellow man has more impact on the awareness and intent to preserve the environment than on the actual effort to do so. It may however be argued that seniors in high school do not yet have much control over these particular behaviors, since major decisions about consumption and transportation are made by their parents. The data support this contention, showing higher correlations of concern for others with individual behaviors than with family behaviors (see Table 7).

In this society, the efforts to save resources and act responsibly towards society are obviously counteracted by a materialistic orientation inducing people to take pleasure in acquiring and consuming goods and gaining prestige from the display of such possessions. The support of a consumption orientation—as it can be assessed by the present instrument—is not very strong in the surveyed seniors. The major exception to this finding is that most of the seniors seem to enjoy shopping and having the latest fashion in clothes, records, and the like. There is a slight but inconsistent trend for the more consumption-oriented seniors to be less concerned about their fellow man.

Attitudes About Population Control. Concern with the issue of population growth, as measured by a question probing for the importance of this particular issue among a whole set of social issues, is only weakly related to concern for others; and this, moreover, only in males. (See Table 8.)

Neither is concern for others related to the actual number of children desired by the respondents. If anything, the correlations point in the opposite direction than might be hypothesized. Seniors who are concerned with the well-being of their fellow men tend towards larger desired families. This relationship is weak, however, and not consistent. The conclusion we would draw is that the concern for others and for the availability of sufficient resources for everybody does not have a clear impact on considerations about personal family planning. The weak and inconsistent relationships are rather in support of the popular notion that having children is an altruistic act, while remaining childless by choice is selfish. This latter interpretation is corroborated by the responses to another question. This question asked about which couple acted in the "best interest of the nation," the couple who decided to have no children, the couple who decided to have one or two children, or the couple who decided to have three or more children. The overwhelming majority

of the seniors chose the couple with one or two children as acting in the best interest of the nation, not the couple with no children. When the question is put to the seniors directly, asking whether they would be willing to limit their family size or avoid having children altogether in order to prevent overpopulation, their answers are again minimally correlated with their concern for others.

In sum, we would conclude from these weak or nonexistent relationships that the attitudes towards population problems and towards limitation of own family are not affected by considerations of equality for everybody. This may indicate that the majority of seniors are not sufficiently aware of how populations growth will affect the well-being of others.

The Relationship of the Index with Background and Individual Difference Variables

In the previous section we have explored how the index of concern for others relates to other attitudes concerning human welfare and social policy, and we have found quite consistent relationships between the index and these various attitudes. We view this pattern of results as evidence that the index indeed measures some general notion of concern for others underlying the attitudes dealing with more specific issues of human welfare and equality.

In the present section we relate the index to background and individual difference variables in an attempt to gain some insight into what may be causing differential levels of concern for others. We are, however, well aware that the cross sectional nature of our data provides only the roughest indications about causal effects.

Sex. As shown in Table 9, strong and consistent sex differences appear across all the items of the index and across all forms, with females reporting more concern for others than males. This finding provides a replication of the sex differences reported by other investigators (Berkowitz and Lutterman, 1968; Fischer, 1973). We feel that the higher endorsement of concern for others by females may represent a part of the traditional female sex role pattern.

Since sex shows such a strong relationship with concern for others, results are reported separately for males and females, in order to control for spuriousness. (However, we have not been able to do justice to the variety of sex differences in mean scores and relationships in the present report. In other analyses and reports we hope to deal extensively with male-female differences in response distributions, correlations, etc.)

Self-Reported Abilities and Political Interest. Concern for others is clearly related to self-reported grades and abilities. This finding replicates previous reports in the literature (Gough et al., 1952). By a similar token, concern for others is related to educational aspirations as reflected in the likelihood of attending college.

These findings raise the possibility that concern for others as assessed in the present index is confounded with intelligence and that the relationship simply indicates that the more intelligent seniors are also more aware of the socially acceptable responses. We tend, however, toward a substantive interpretation.

Intelligence is thought to be synonymous with a logic that surpasses the immediately given and obvious contingencies. Concern for others also requires attention beyond one's immediate needs and interests; as such it may involve similar capabilities as intelligence.

A similar notion may be implied by another relationship of comparable magnitude. The seniors who describe themselves as more interested in government profess more concern for others than do less interested seniors. We tend to interpret this interest in the political process as yet another manifestation of interests in some more general principles beyond immediate and personal concerns. In conclusion, it appears likely that concern for others is part of a larger configuration having to do with the latitude of perspective and interests in processes and events beyond the personal sphere, as they are reflected in intelligence and suprapersonal—such as political—interests. On the other hand, the direction of political orientation is not related to concern for others. Thus the concern for others is not a mere expression of liberalism.

Importance of Religion. Confessed concern for others is related to the importance attributed to religion, as shown in Table 9. This relationship shows our index of concern in a slightly different light. Importance attributed to religion is clearly negatively related to attitudes about premarital sexual relations, birth control and abortion, while it is not related to self-reported abilities. In this respect, concern for others appears to be part of an ideological orientation having to do with high religious and moralistic values and is presumably fostered by religious training.

Social Relationships. Finally, as shown in Table 10, concerned seniors are more likely to attribute higher importance to social relations with others in their search for a job or as a general value guiding their life. They are also more likely to perceive themselves as being cared for by other persons other than their relatives. This feeling of social integration and connectedness may be interpreted simply as a correlate or an outcome of their concern and involvement with others. Alternatively, it may be argued that the attention received from others fosters concern for them according to the norm of reciprocity. Namely, individuals who are the recipients of positive social interactions feel impelled to "reciprocate" by bestowing positive social interactions on others. In this latter view, concern for others is postulated as an outcome of social support received from others. These two interpretations cannot be singled out in the present cross-sectional data.

Parental Education and Size of Place of Origin. Parental education and size of place where the respondents were brought up did not bear any relationship with concern for others.

Summary and Discussion

In the previous pages an index of concern for the well-being of others has been presented. This index includes items on the concern for others at varying distances from the self, such as people in other countries or subgroups of the population like the poor or minorities. In constructing the index a deliberate attempt was made to sample various types of concern such as affective reactions like "getting upset," "worrying," or "being sympathetic" and cognitive assessments like "I find it hard." Items were also sampled citing different reasons for need of help by others like

poverty, minority status, hunger, or unequal treatment. The index has been shown to have a high internal consistency. It has furthermore been found to correlate positively with characteristics of other-orientation and negatively to characteristics of selfish orientation, which findings support the validity of the index. The validity appears however somewhat restricted by the relationship of the index with self-reported intelligence and political interest. This finding may indicate that the index measures partly a tendency to answer in a socially acceptable way, since the more intelligent seniors are also more likely to be aware of the socially desirable responses. Alternatively, the finding may indicate that the index assesses a perspective beyond one's own limited lifespace, a factor which may be partly dependent upon intelligence.

Concern for others is related to a variety of attitudes concerning human welfare and social policy. Thus it is positively correlated with a preference for sexual and racial equality and with the support of policies aimed at bringing about equality in these areas. The index is also related to a personal willingness to adopt behaviors which promote more equal relationships between the sexes or the races. Examples of such behaviors are acceptance of other races as neighbors and colleagues; interaction with other races; the equal sharing between husband and wife of household duties, child care chores, and gainful employment. It appears, then, that "concerned" seniors are relatively more willing to give up some of their advantages resulting from their sex or their race in order to guarantee the other party an equal share. The relationship remains restricted, however, to issues of inequality and does not seem to extend to a generalized liberal attitude, as demonstrated by the lack of relationship with other relevant issues in the discussion revolving around changing sex roles (e.g., significance of work for women, effect of mothers working) and with the general political orientation as reported in the section on background characteristics.

The index is also positively related to another area of social concern—ecological attitudes and behaviors. Specifically, concerned seniors are more likely to worry about pollution; they are more likely to support ecological measures; and they declare themselves as more willing to adopt behaviors which avoid pollution and help to preserve resources, for example, by changing their transportation or consumption habits. On the other hand, actual behaviors with respect to avoidance of pollution and conservation of resources seem less related to "concern for others," a finding which has been attributed to lesser control exertable by seniors over their actual behaviors than over their intended behaviors. This explanation is supported by the fact that the correlation between seniors' concern for others and their own behavior is higher than the correlation between seniors' concern for others and their parents' behavior. An alternative explanation, of course, is that one would traditionally expect lower correlations between attitudes and behaviors than between attitudes and "behavioral intentions."

The index of "concern for others" is not clearly related to the concern about population growth, and has little impact on the seniors' personal plans for family size. This suggests the possibility that the well-being of others is not perceived as affected by overpopulation and, therefore, that the planning of the size of one's own family is not much influenced by such "concern for others."

"Concern for others" is affected by various background and individual difference variables. Most critically, female seniors score higher on concern for others than male seniors. The effects of intellectual abilities and political interest on concern for others appear best explained with reference to a difference in perspective as it is implied by the definition of intelligence and political interest as well as by the definition of concern for others put forward in this paper. The correlation with religious devotion highlights a somewhat different origin of concern for others; namely, that concern for others may also grow out of a general moral orientation. Finally, concern for others is related to the perceived social support received from non-relatives and to the importance attributed to social relationships, underscoring the significance of social contacts for the development of concern for others. On the other hand, "concern for others" does not show any relationship with the socioeconomic level of the respondent's family, with the size of the community in which the respondent was brought up, nor with the social support received from various family members.

In developing and discussing the concept of "concern for others" our interest goes beyond the psychologist's preoccupation with individual differences or development of social values and responsibilities. It seems to us that a number of social forces have brought humankind to a point where cooperation and concern for others are no longer merely desirable qualities, but essentials for survival. We are starting to awaken to the possibilities for global scarcities of energy and food, along with rapidly increasing pressures on these limited resources due to continued population growth. Projections into the future leave little doubt that there will be new and far more severe demands for limits to consumption and for more equitable solutions to the problems of distribution of scarce resources. Such demands are hardly compatible with the "frontier mentality" which characterized the United States throughout much of its first two centuries. The notions of rugged individualism, "bigger is better," and the like, simply do not work in a global system of dwindling resources and growing interdependence.

If changes in the national life style are to occur peacefully and within the present political system, it seems essential that large numbers of the citizenry come to hold a new set of values and have a new level of concern for others. We believe that the social pressures noted above will, in fact, come to increasingly widespread recognition and thus lead to social change—secular trends—that would not otherwise occur. Yet, it is not clear whether the changes will be sufficiently prompt, widespread, and positive to avoid really major upheavals within the United States. We hope to contribute to a process of constructive change by measuring values and attitudes of youth including their sense of concern for others, and then providing periodic feedback about such values and attitudes.

TABLES AND FIGURE

Table 1

Means (and Standard Deviations) for the Eight Items Measuring "Concern for Others," by Sex (Form 2 and Form 5)

Items		Total Sample	Males	Females
Item A: We ought to worry about our own country and let the rest of the world take care of itself	Form 2:	2.87 (1.28)	2.74 (1.30)	2.99 (1.26)
	Form 5:	2.81 (1.30)	2.71 (1.31)	2.92 (1.28)
Item B: It would be better if we all felt like citizens of the world than of any particular country	Form 2:	3.54 (1.89)	3.44 (1.24)	3.65 (1.12)
	Form 5:	3.62 (1.23)	3.50 (1.26)	3.74 (1.19)
Item C: I find it hard to be sympathetic towards starving people in foreign lands, when there is so much trouble in our own country	Form 2:	3.23 (1.34)	2.94 (1.32)	3.51 (1.29)
	Form 5:	3.09 (1.38)	2.79 (1.28)	3.39 (1.39)
Item D: Maybe some minority groups do get unfair treatment, but that's no business of mine	Form 2:	3.89 (1.08)	3.67 (1.12)	4.09 (0.99)
	Form 5:	3.84 (1.12)	3.60 (1.12)	4.07 (1.07)
Item E: I get very upset when I see other people treated unfairly	Form 2:	4.11 (1.04)	3.91 (1.06)	4.30 (0.98)
	Form 5:	4.13 (1.04)	3.92 (1.05)	4.32 (0.98)
Item F: I would support an effective plan to make a better life for the poor, even if it would cost me money	Form 2:	3.51 (1.07)	3.39 (1.10)	3.62 (1.03)
	Form 5:	3.50 (1.10)	3.36 (1.12)	3.63 (1.07)
Item G: It's not really my problem if others are in trouble and need help	Form 2:	3.97 (0.99)	3.76 (1.05)	4.16 (0.89)
	Form 5:	3.93 (1.05)	3.72 (1.09)	4.13 (0.97)
Item H: You are better off to steer clear of others' problems, because they can cause you a lot of trouble	Form 2:	3.45 (1.15)	3.27 (1.12)	3.64 (1.14)
	Form 5:	3.42 (1.19)	3.23 (1.16)	3.62 (1.18)

Note. Scores range from 1 through 5, high scores indicating high "concern for others." Scores for items A, B, C, D, G, and H were reversed in order to achieve uniform direction of the items. Actual numbers of respondents were approximately 2800 (1350 males and 1450 females) for form 2 and approximately 3000 (1400 males and 1600 females) for form 5. Sample weights were used in the computations in order to take account of variations in the sizes of samples from one school to another as well as the (smaller) variations occurring at the earlier stages of sampling (see Bachman and Johnston, 1978, p. ¶).

Table 2

Matrix of Intercorrelations of the Eight Original Items Measuring "Concern for Others"

		A	B	C	D	E	F	G
Item B	Form 2:	.09						
	Form 5:	.14						
Item C	Form 2:	.42	.08					
	Form 5:	.38	.07					
Item D	Form 2:	.30	.08	.37				
	Form 5:	.33	.10	.33				
Item E	Form 2:	.09	.16	.14	.20			
	Form 5:	.10	.13	.15	.23			
Item F	Form 2:	.21	.21	.26	.27	.38		
	Form 5:	.23	.21	.20	.30	.27		
Item G	Form 2:	.27	.12	.33	.45	.25	.36	
	Form 5:	.27	.09	.27	.49	.24	.29	
Item H	Form 2:	.29	.08	.29	.41	.18	.24	.47
	Form 5:	.30	.06	.28	.45	.15	.24	.51

Note. Actual numbers of respondents were approximately 2800 (1350 males and 1450 females) for form 2 and approximately 3000 (1400 males and 1600 females) for form 5. Sample weights were used in the computations in order to take account of variations in the sizes of samples from one school to another as well as the (smaller) variations occurring at the earlier stages of sampling (see Bachman and Johnson, 1978, p. 9).

Table 3

Factor Loadings of the Eight Original Items Measuring "Concern for Others"

Items	Factor I	Factor II
Item A	.52	.08
Item B	.07	.29
Item C	.57	.13
Item D	.61	.21
Item E	.12	.56
Item F	.27	.61
Item G	.58	.33
Item H	.58	.19

Note. Multiple correlations were entered as communality estimates and a maximum of 10 iterations was allowed. Actual numbers of respondents were approximately 2800 (1350 males and 1450 females). Sample weights were used in the computations in order to take account of variations in the sizes of samples from one school to another as well as the (smaller) variations occuring at the earlier stages of sampling (see Bachman and Johnston, 1978, p. 9).

Table 4

Predicted and Actual Correlations of "Concern for Others" Index with Importance of Life Values and Work Characteristics, by Sex

	Predicted	Actual		
		Total Sample	Males[a]	Females[a]
Life Values				
Making a contribution to society	+	.20(2640)	.26(1237)	.18(1360)
Working to correct social and economic inequalities	+	.28(2632)	.35(1231)	.19(1359)
Being successful in my line of work	0	-.02(2642)	.00(1238)	.02(1362)
Being able to find steady work	0	-.06(2648)	-.07(1239)	-.02(1367)
Getting away from this area of the country	0	-.04(2640)	-.09(1234)	.00(1363)
Having lots of money	-	-.27(2641)	-.25(1239)	-.20(1360)
Preferred Work Characteristics				
A job that gives you an opportunity to be directly helpful to others	+	.29(2883)	.27(1336)	.19(1489)
A job that is worthwhile to society	+	.22(2866)	.23(1324)	.18(1483)
A job which is interesting to do	0	.10(2870)	.06(1332)	.11(1482)
A job where you have the chance to take a leave of absence for half a year or one year and afterwards come back to the same job	0	-.06(2872)	-.04(1330)	-.07(1484)
A job which leaves you mostly free of supervision of others	0	-.09(2865)	-.09(1331)	-.03(1476)

Table 4 (Continued)

	Predicted	Actual		
		Total Sample	Males[a]	Females[a]
A job where you can see the results of what you do	0	-.12(2880)	-.13(1334)	-.12(1488)
A job that has high status and prestige	-	-.12(2858)	-.08(1332)	-.12(1471)
A job which provides you with a chance to earn a good deal of money	-	-.21(2882)	-.19(1336)	-.19(1489)
A job that most people look up to and respect	-	-.05(2867)	-.06(1326)	-.07(1483)

Note. Scores on the life values and work items range from 1 through 4, higher scores indicating higher importance. Figures in parenthesis are weighted number of respondents. These figures are fairly close to the actual number of respondents, since the average weight is about .93.

[a]Figures are reported for the total sample as well as separately for males and females, since quite consistent sex differences are observed in the data (see Table 1).

Table 5

Correlations Between Race Relations Attitudes and Index of "Concern for Others," by Sex

Items	Total Sample	Males	Females
Concern about race relations:			
Of all the problems facing the nation today, how often do you worry about . . . . . race relations? (Never-Seldom-Sometimes-Often)	.20(2066)	.13(941)	.22(1121)
Support of racial equality:			
The government in Washington should see to it that white and black children are allowed to go to the same schools if they want to. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.26(2054)	.29(934)	.19(1116)
Each community should decide for itself whether or not its schools are to be racially integrated. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.14(2048)	-.15(930)	-.13(1114)
The government in Washington should see to it that people are treated fairly and equally in jobs, no matter what their race may be. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.32(2058)	.34(935)	.22(1119)
It is the blacks' own fault that they have not gained equality with whites. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.35(2054)	-.37(932)	-.29(1118)
In the long run it would be better for both blacks and whites if they lived apart from each other as much as possible. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.39(2059)	-.40(936)	-.36(1119)
It is not the government's business to pass laws about equal treatment for all races. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.29(2052)	-.31(932)	-.25(1116)

Table 5 (Continued)

Items	Total Sample	Males	Females
Hypothetical interracial behaviors:			
How would you feel about having close personal friends of another race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.36(1914)	.35(850)	.31(1061)
How would you feel about having a job with a supervisor of a different race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.36(1914)	.34(851)	.31(1060)
How would you feel about a family of a different race (but same level of education and income) moving next door to you? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.35(1915)	.31(852)	.33(1059)
How would you feel about having you (future) children's friends be all of your race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.22(1898)	-.21(841)	-.19(1053)
How would you feel about having some of your (future) children's friends be of other races? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.36(1906)	.33(844)	.32(1058)
How would you feel about having a job where all of the employees are of your race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.23(1910)	-.23(848)	-.19(1059)
How would you feel about having a job where some employees are of a different race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.31(1913)	.29(850)	.26(1059)
How would you feel about having a job where most employees are of a different race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.29(1909)	.31(848)	.27(1058)
How would you feel about living in an area where all the neighbors are of your race? (Not at all acceptable-Somewhat acceptable-Acceptable-Preferable)	-.21(1910)	-.18(848)	-.22(1059)

Table 5 (Continued)

Items	Total Sample	Males	Females
How would you feel about living in an area where some of the neighbors are of other races? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.29(1913)	.26(850)	.27(1060)
How would you feel about living in an area where most of the neighbors are of other races? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.29(1911)	.31(850)	.26(1058)
How would you feel about having your (future) children go to schools where all of the children are of your race? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.26(1907)	-.24(847)	-.24(1057)
How would you feel about having your (future) children go to schools where some of the children are of other races? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.31(1909)	.29(848)	.27(1058)
How would you feel about having your (future) children go to schools where most of the children are of other races? (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.28(1906)	.29(846)	.23(1057)
Actual interracial behaviors:			
What race are your close friends? (All my race-Almost all my race-Mostly my race-About half my race-Mostly other race(s)-Almost all other race(s))	.09(1903)	.13(848)	.07(1051)
How often do you do things (like having a conversation, eating together, playing sports) with people of other races? (Not at all-A little-Some-A lot)	.16(1912)	.21(850)	.15(1058)

Table 5 (Continued)

Item	Total Sample	Males	Females
Evaluation of interracial contact:			
Generally, how do you feel about the experiences you have had with people of other races? (Very good-Mostly good-Mixed-Mostly bad-Very bad)	-.35(1875)	-.32(845)	-.30(102

Note. Figures in parenthesis are weighted number of respondents. These figures are fairly close t the actual number of respondents, since the average weight is about .93.

Table 6

Correlations Between Sex Role Attitudes and Index of "Concern for Others," by Sex

Items	Total Sample	Males	Females
Support of equality of the sexes:			
Men and women should be paid the same money if they do the same work. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.19(2927)	.19(1311)	.07(1531)
Women should be considered as seriously as men for jobs as executives or politicians. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.25(2927)	.24(1308)	.11(1532)
A woman should have exactly the same job opportunities as a man. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.21(2920)	.19(1307)	.06(1527)
A woman should have exactly the same educational opportunities as a man. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.20(2916)	.20(1304)	.13(1527)
Attitudes toward division of labor in the family:			
Suppose you were married and had no children. How would you feel about each of the following working arrangements?			
a. Husband works full-time, wife doesn't work. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.16(2638)	.00(1236)	-.15(1359)
b. Both work full time. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.10(2637)	.02(1234)	.06(1361)
Suppose both you and your spouse were working full-time. How would you feel about each of these arrangements for doing things like cooking, cleaning, and laundry?			
a. Wife does all cooking, cleaning, laundry. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.17(2638)	-.18(1236)	-.14(1358)
b. Both do it equally. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.17(2638)	.15(1232)	.12(1364)

Table 6 (Continued)

Items	Total Sample	Males	Females
Suppose you were married and had one or more preschool children and both you and your spouse had to work full-time. How would you feel about each of these arrangements for the day-to-day care of the child(ren) after working hours and on weekends?			
a. Wife does it all. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.18(2626)	-.18(1227)	-.17(1356)
b. Both do it equally. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.15(2644)	.13(1237)	.10(1364)
Suppose you were married and had one or more pre-school children. How would you feel about each of the following working arrangements?			
a. Husband works full-time, wife doesn't work.(Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.05(2647)	-.04(1239)	-.01(1366)
b. Both work full-time. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.01(2622)	-.02(1223)	.02(1358)
Suppose you were married and in your family the husband was working full-time and the wife did not have a job outside the home. How would you feel about each of these arrangements for doing things like cooking, cleaning and laundry.			
a. Wife does all cooking, cleaning, laundry. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.07(2645)	-.12(1236)	-.04(1366)
b. Both do it equally. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.01(2619)	.03(1325)	-.03(1351)

Table 6 (Continued)

Items	Total Sample	Males	Females
Suppose you were married and had one or more preschool children. Suppose also that the husband were working full-time and the wife did not have a job outside the home. How would you feel about each of these arrangements for the day-to-day care of the child(ren)?			
a. Wife does all child care. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	-.17(2631)	-.20(1230)	-.12(1358)
b. Both do it equally. (Not at all acceptable-Somewhat acceptable-Acceptable-Desirable)	.09(2629)	.10(1229)	.06(1358)
Most women are happier if they stay at home and take care of the children. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.14(2910)	-.09(1298)	-.09(1527)
It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and the family. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.19(2918)	-.16(1304)	-.11(1527)
It would not be right for a man to stay home and take care of the children while his wife worked. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.12(2880)	-.11(1336)	-.08(1486)
If a wife works, her husband should take a greater part in housework and childcare. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.13(2866)	.22(1323)	.01(1485)
Fathers fulfill their main responsibilities to their families by bringing home the pay-check. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.22(2902)	-.20(1356)	-.17(1504)

Table 6 (Continued)

Items	Total Sample	Males	Females
Attitudes toward division of power in the family:			
It is more important for a wife to help her husband than to have a career herself. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.15(2911)	-.12(1306)	-.09(1521)
If a wife earns more money than her husband the marriage is probably headed for trouble. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.14(2917)	-.17(1303)	-.05(1529)
If one partner in a marriage is smarter than the other, it is better that the husband be the smarter one. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.12(2898)	-.11(1355)	-.02(1502)
The husband should make all the important decisions in the family. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.17(2897)	-.17(1356)	-.07(1500)
Significance of work and marriage:			
Taking care of a home and raising children is not as fulfilling for most women as having a job outside the house. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.02(2910)	-.03(1297)	.02(1528)
Having a job makes a woman more interesting. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.03(2861)	-.03(1326)	.02(1477)
Having a job gives a wife more of a chance to develop herself as a person. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.16(2876)	.13(1330)	.08(1488)
Attitudes about working mothers:			
A preschool child is likely to suffer if the mother works. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.05(2912)	-.01(1303)	.01(1524)

Table 6 (Continued)

Items	Total Sample	Males	Females
A working mother can establish just as warm and secure a relationship with her children as a mother who does not work. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.11(2920)	.05(1302)	.06(1532)

Note: Figures in parenthesis are weighted number of respondents. These figures are fairly close to the actual number of respondents, since the average weight is about .93.

Table 7

Correlations Between Attitudes About Ecological and Conservation Issues and Index of "Concern for Other

Items	Total Sample	Males	Females
Concern about ecological and conservation issues:			
Of all the problems facing the nation today, how often do you worry about . . . . . pollution? (Never-Seldom-Sometimes-Often)	.12(2914)	.12(1365)	.14(1508)
Of all the problems facing the nation today, how often do you worry about . . . . . energy shortages? (Never-Seldom-Sometimes-Often)	.01(2905)	.03(1364)	.03(1504)
Countermeasures to deal with problems of ecology and conservation of resources:			
Fighting pollution problems is a luxury only the rich can afford. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.25(2880)	-.28(1286)	-.22(1513)
How people chose to spend their money has little effect on how clean the environment is. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.22(2856)	-.22(1274)	-.24(1502)
Government should take steps to deal with our environmental problems, even if it means that most of us pay higher prices or taxes. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.16(2860)	.16(1275)	.18(1505)
Do you agree or disagree that most efforts to prevent (or clean up) pollution. . .			
a. . . . are just too expensive? (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.17(1119)	-.20(476)	-.18(639)
b. . . . cost more jobs than it's worth? (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.19(1109)	-.31(473)	-.11(632)

Table 7 (Continued)

Items	Total Sample	Males	Females
c. . . . are proposed by people who usually don't know what they are talking about? (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.17(1098)	-.20(469)	-.14(625)
d. . . . will not be enough anyhow? (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.15(1077)	-.17(467)	-.13(607)
e. . . . are useless because this society won't last long enough for such efforts to do any good? (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.21(1076)	-.31(460)	-.11(614)
People will have to change their buying habits and way of life to correct our environmental problems. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.16(2830)	.16(1319)	.13(1460)
Government should take action to solve our environmental problems even if it means that some of the products we now use would have to be changed or banned. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.18(2815)	.17(1311)	.19(1452)
Government should place higher taxes on products which cause pollution in their manufacture of disposal, so that companies will be encouraged to find better ways to produce them. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.11(2806)	.08(1309)	.15(1444)
I wish that government would ban throwaway bottles and beverage cans. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.10(2802)	.13(1303)	.11(1446)
We should move toward more public transit systems and fewer cars on the streets. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.17(2810)	.17(1307)	.19(1452)

Table 7 (Continued)

Items	Total Sample	Males	Females
I feel that I can do very little to change the way the world is today. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	-.18(2641)	-.28(1201)	-.25(1395)
How would you feel if the government made some reductions in military spending and used the money to control pollution and conserve our natural resources? (Very dissatisfied-Mostly dissatisfied-Mixed feelings-Mostly satisfied-Very satisfied)	.08(2636)	.04(1234)	.09(1359)
Personal willingness to adopt countermeasures			
How would you feel if everybody, including you, used car pools or public transportation for daily commuting in order to cut down on the nation's gasoline consumption? (Very dissatisfied-Mostly dissatisfied-Mixed feelings-Mostly satisfied-Very satisfied)	.23(2636)	.24(1230)	.20(1363)
How would you feel about cutting down on beef and eating more grains and vegetables, if this would conserve more food? (Very dissatisfied-Mostly dissatisfied-Mixed feelings-Mostly satisfied-Very satisfied)	.28(2645)	.32(1239)	.18(1364)
How would you feel about having taxes increased by ten percent to allow the government to control pollution and conserve our natural resources? (Very dissatisfied-Mostly dissatisfied-Mixed feelings-Mostly satisfied-Very satisfied)	.22(2638)	.25(1232)	.19(1363)
I would prefer to pay more money for things that will last a long time, rather than have them cost less and break sooner. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.16(2863)	.20(1274)	.12(1508)

Table 7 (Continued)

Items	Total Sample	Males	Females
I would probably be willing to use a bicycle or mass transit (if available) rather than a car to get to work. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.20(2863)	.22(1274)	.18(1508)
Thinking ahead about ten years, if you lived in a place with a very good bus system, do you think you would use the buses or use a car for most local transportation? (Definitely use car-Probably use car-Uncertain-Pro-ably use buses-Definitely use buses)	.13(2824)	.17(1313)	.06(1477)
If all of these ways of transportation were available to you, which would you PREFER for getting to school in good weather? (0 = Drive alone, Have someone drive me; 1 = Go in a car pool or with others, Take a school bus, Take a public bus, subway, etc., Use a motor bike or cycle, Ride a bicycle, Walk (or jog))	.10(2796)	.09(1317)	.12(1479)
Actual adoption of countermeasures:			
In your own actions--the things you buy and the things you do--how much of an effort do you make to conserve energy and protect the environment? (None-A little-Some-Quite a bit)	.10(2802)	.12(1296)	.09(1453)
How much of an effort do your parents make to conserve energy and protect the environment? (None-A little-Some-Quite a bit)	.06(2794)	.08(1288)	.02(1453)
When the weather is good, how do you usually get to school? (0 = Drive alone, Have someone drive me; 1 = Go in a car pool or with others, Take a school bus, Take a public bus, subway, etc., Use a motor bike or cycle, Ride a bicycle, Walk (or jog))	.10(2802)	.12(1320)	.07(1482)

Table 7 (Continued)

Items	Total Sample	Males	Females
Does your family make an effort to cut down on driving, in order to save gasoline? (Yes, quite a bit-Yes, to some extent-Not very much-Not at all)	-.05(2729)	-.05(1267)	-.04(1432)
Does your family make an effort to cut down on the amount of electricity used in your household, in order to save energy? (Yes, quite a bit-Yes, to some extent-Not very much-Not at all)	-.03(2782)	-.01(1290)	-.03(1462)
Does your family make an effort to reduce heat during the winter, in order to save energy? (Yes, quite a bit-Yes, to some extent-Not very much-Not at all)	-.02(2765)	-.01(1277)	-.02(1458)

Note. Figures in parenthesis are weighted numbers of respondents. These figures are fairly close to the actual number of respondents, since the average weight is about .93.

Table 8

Correlations Between Attitudes Toward Population Control Issues and Index of "Concern for Others"

Items	Total Sample	Males	Females
Concern about population growth:			
Of all the problems facing the nation today, how often do you worry about . . . . . population growth? (Never-Seldom-Sometimes-Often)	.10(2911)	.08(1366)	.08(1505)
Desired family size and willingness to limit family size:			
I feel strongly enough about preventing overpopulation that I'd be willing to limit my family to two children. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.05(2829)	.06(1258)	.07(1494)
To help prevent overpopulation, I might decide not to have any children of my own. (Disagree-Mostly disagree-Neither-Mostly agree-Agree)	.00(2818)	-.01(1253)	.04(1488)
All things considered, if you could have exactly the number of children you want, what number would you choose to have? (None-One-Two-Three-Four-Five-Six or more)	.06(2502)	.03(1072)	.05(1370)

Note. Figures in parenthesis are weighted numbers of respondents. These figures are fairly close to the actual number of respondents, since the average weight is about .93.

Table 9

Correlations Between Background Characteristics/Individual Differences and Index of "Concern for Others"

Items		Total Sample	Males	Females
Self-rated urbanicity of place where brought up (0 = country, small city or town; 1 = large city, suburb of large city)	Form 2:	.01(1983)	.00(889)	.02(1090)
	Form 5:	.02(2201)	.04(1018)	.01(1180)
Level of parental education	Form 2:	.05(1927)	.08(856)	.08(1068)
	Form 5:	.08(2192)	.12(992)	.04(1195)
Sex	Form 2:	.25(2624)	--	--
	Form 5:	.27(2881)	--	--
Political beliefs: Conservative--radical	Form 2:	.07(1362)	.05(656)	.12(701)
	Form 5:	.07(1594)	.08(765)	.05(825)
Importance of religion	Form 2:	.16(1937)	.21(852)	.06(1080)
	Form 5:	.23(2176)	.23(980)	.18(1193)
High school grades	Form 2:	.19(1786)	.13(779)	.15(1004)
	Form 5:	.20(2018)	.21(910)	.14(1103)
Self-reported school abilities	Form 2:	.14(1837)	.13(812)	.16(1021)
	Form 5:	.10(2049)	.14(923)	.06(1122)
Self-reported intelligence	Form 2:	.12(1842)	.12(807)	.15(1031)
	Form 5:	.07(2049)	.11(926)	.08(1119)
Likelihood of attending college	Form 2:	.14(1607)	.20(705)	.14(900)
	Form 5:	.16(1772)	.22(789)	.16(981)
Occupational aspiration	Form 2:	.11(2113)	.08(1219)	.08(1344)
	Form 5:	.15(2326)	.14(1314)	.08(1480)
Interest in government	Form 2:	.16(2592)	.25(1217)	.14(1336)
	Form 5:	.18(2714)	.24(1245)	.19(1443)

Note. Figures in parenthesis are weighted numbers of respondents. These figures are fairly close to the actual number of respondents, since the average weight is about .93.

Table 10

Correlations Between Social/Familial Relationships and Index of "Concern for Others"

	Total Sample	Males	Females
Social connectedness:			
How much do you agree or disagree with each of these statements about yourself?			
a. A lot of times I feel lonely. (Strongly disagree-Disagree-Neither-Agree-Strongly agree)	.07(1596)	.09(685)	.03(909)
b. There is always someone I can turn to if I need help. (Strongly disagree-Disagree-Neither-Agree-Strongly agree)	.10(1594)	.11(683)	.04(909)
c. I often feel left out of things. (Strongly disagree-Disagree-Neither-Agree-Strongly agree)	-.07(1578)	-.04(674)	-.12(902)
d. There is usually someone I can talk to, if I need to. (Strongly disagree-Disagree-Neither-Agree-Strongly agree)	.14(1540)	.14(656)	.08(883)
e. I often wish I had more good friends. (Strongly disagree-Disagree-Neither-Agree-Strongly agree)	-.03(1526)	.04(652)	-.06(872)
f. I usually have a few friends around that I can get together with. (Strongly disagree-Disagree-Neither-Agree-Strongly agree)	.12(1517)	.05(646)	.16(870)
Are there any teachers, counselors or other school personnel who care a lot about you and take a real interest in what's happening in your life? (No, none-Yes, one-Yes, two-Yes, three or four--Yes, five or more)	.13(1425)	.17(613)	.10(810)
Are there any other people (not mentioned above) who care a lot about you and take a real interest in what's happening in your life? (No, none--Yes, one-Yes, two-Yes, three or four-Yes, five or more)	.17(1416)	.19(602)	.11(811)

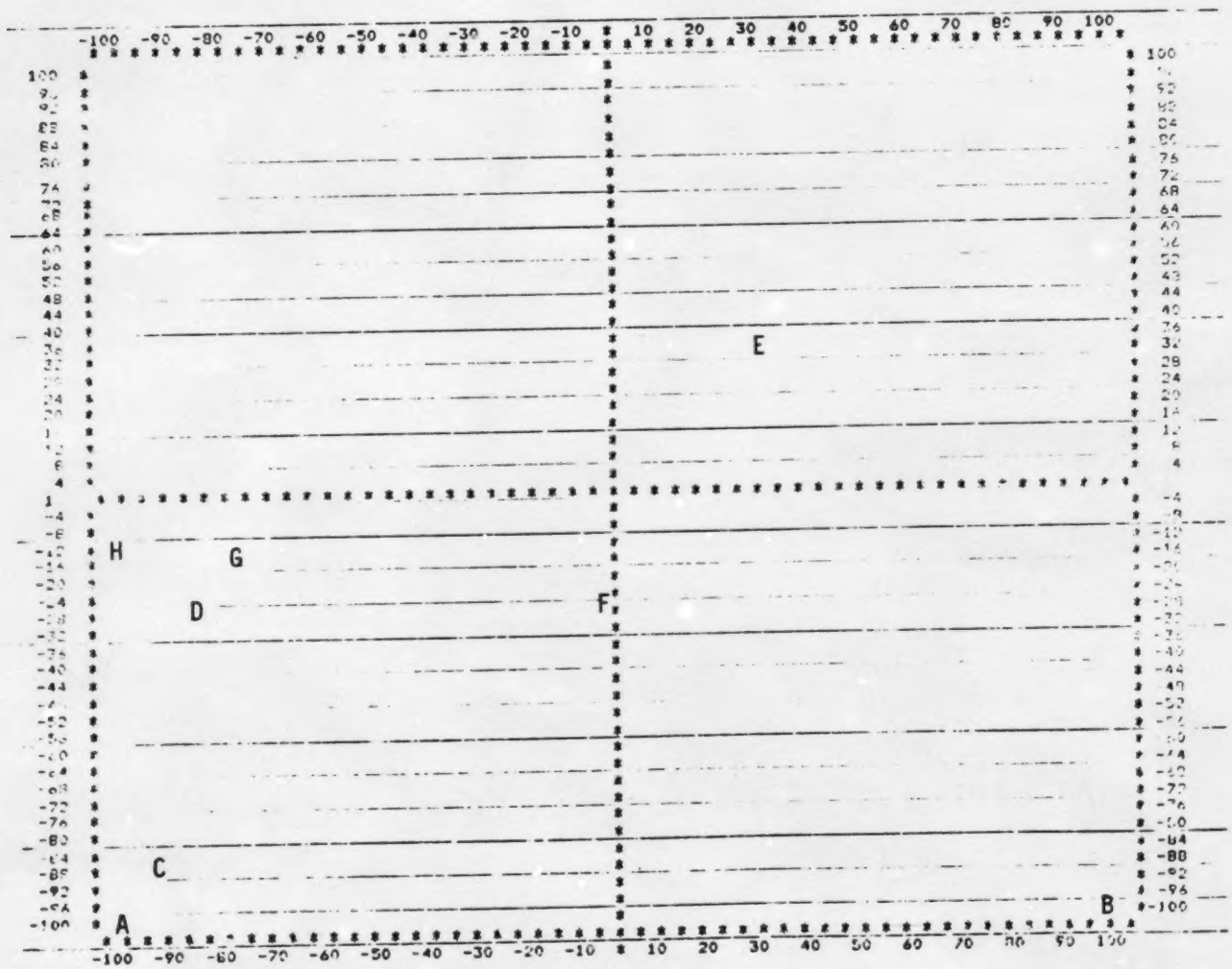
Table 10 (Continued)

Items	Total Sample	Males	Females
Importance of social relationships:			
How important is . . . having strong friendships in your life? (Not important-Somewhat important-Quite important-Extremely important)	.14(2647)	.11(1238)	.18(1366)
Different people may look for different things in their work. Below is a list of some of these things. Please read each one, then indicate how important this thing is for you.			
a. A job that gives you a chance to make friends. (Not important-A little important-Pretty important-Very important)	.15(2877)	.13(1333)	.13(1485)
b. A job that permits contact with a lot of people. (Not important-A little important-Pretty important-Very important)	.15(2876)	.10(1331)	.11(1487)

Note. Figures in parenthesis are weighted numbers of respondents. These figures are fairly close to the actual number of respondents, since the average weight is about .93.

Figure 1

Smallest Space Analysis on the Eight Original Items Measuring "Concern for Others."



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